

## Level Up Via (Luv) Reading: A Reading Intervention Program in English

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**Abstract:** This study aimed to determine the level of performance in reading of the selected Grade 6 students before and after the exposure in the researcher-initiated Level Up via Reading Intervention Program. The researchers utilized a quantitative-descriptive type of study with the use of a researcher-made intervention materials in reading. The study utilized the Grade 6 student of section Wisdom through purposive sampling during the school year 2019-2020. It was composed of 15 Grade 6-Wisdom students who were determined as readers under Non-Reader and Frustration levels of reading readiness. The researcher developed some intervention materials consisting of words with pictures, words, phrases with pictures, phrases, simple sentences and even videos of different basic words. The researcher also utilized the peer tutorial where students who are independent readers assisted the respondents. The study utilized the standard assessment tool used in the Philippine Informal Reading Inventory to determine the reading readiness of the students. The intervention was conducted every after class from 12:30 to 1:30pm. Parents of the respondents were advised regarding the program. The study ran during the second quarter of the school year from August 2019 to October 2019. The findings revealed that after the exposure of the student to the researcher-made intervention materials, it was found out that all the respondents were assessed on the Instructional Level of Reading Readiness. The study highly recommends the utilization of the LUV Reading in conducting reading intervention program in school. Additional materials shall also be prepared for the run of the program.

**Keywords:** Reading, Intervention, Program, English, Elementary

**Introduction** - Education is an essential aspect for everyone. It is the foundation to prosperity, progress, security, development, and freedom of the country. It may be along life's process, hierarchically structured, chronologically graded education system, or any organized educational activities outside the established formal system. Everything is rapidly changing; the setting of education is one of those things that changed.

As mentioned in the Department of Education's Education For All (EFA) that the learners from varied backgrounds and from all levels and designation in life and society. Its definition lies largely on the system called "teaching and learning" making education catering for all. This is legally justified in the 1987 Philippine Constitution, Article XIV Sec. 1:

"The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

It says that the state must provide ways and means to achieve quality education among the citizens to be productive and most importantly, to keep pace with the challenges of the society.

Reading is fundamental to function today. There are many students who cannot read well enough to understand the instructions given by the teachers. Even

following a map becomes a chore. Day-to-day activities that many people take for granted become a source of frustration, anger, and fear.

It is a complex cognitive process of decoding symbols to construct or derive meaning. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

In addition, reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. It is also how people discover new things. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read.

In the Philippine setting, the government has made different programs to appendage the needs of the people when it comes to education. Having those programs help the government to uplift the setting of education here in the Philippines. It has always been strongly predicted that education is a pillar of national development and a primary avenue for social and economic transformation.

One of the main considerations is reading where it is considered as fundamental to function today. There are many students who cannot read well enough to understand the instructions given by the teachers. Even following a map becomes a chore. Day-to-day activities that many people take for granted become a source of frustration, anger, and fear.

English is one of the useful and fascinating divisions of human intellect. It contributes directly to effective, intelligent, and enriched living. Competence with language relations is vital for every individual beginning in a very early age and continuing throughout life. Proficiency in English is one significant skill that student must enhance while in school. Lots of successful professional's attribute much of their success on their knowledge of the complexities of English and its wide application.

In connection with this, English is widely spoken in the Philippines. It is used as the business language as well as the medium of instruction in schools and universities. Ninety-three-point five percent of Filipinos can speak and understand English well.

In education, English has been directed for some intensive training and studies, not just to teach the language but to use and apply it in student's daily life. The researcher who directly taught the subject observed that the students exhibited low performance and lack of interest in the subject matter.

Proficiency in English is the ticket to have a success in life. English is the universal language, and it is very important to have knowledge with this language to be able to have a competitive life universally.

According to San Juan, et.al. (2007), English in the Philippines is the language aspired by the Filipinos. This is since it is the language to access the individual and family improvement in the socio-economic life. It is also the language of running people and the nation's affair.

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In connection with this, based on the school's Philippine Informal Reading Inventory (Phil IRI) Pre-test of SY 2019-2020, almost 40% of the population of Grade 6 students is under the Frustration Level or slow

readers. This result triggered the researcher to push the study and to help the students as well as the institutions to come up with a new and effective way in teaching the English subject particularly the reading aspect.

Moreover, English occupies an essential position in the education process. Some programs come and go but English remains to be included in the curriculum. It is because the demand of it is evident in every man's needs and activities. As stated in the Presidential Decree No. 6 – Section 5;

“One of the educational objectives is to design, utilize and improve instructional technology and to develop or produce textbook and other instructional materials leading to quality education.”

Lots of innovations in teaching methodologies were tried out to provide quality instruction for students. Teachers update themselves to achieve new instructional techniques to be used to be able to enrich and stimulate the interest in a particular subject.

Instructional material is important in the learning process. Through this, students will be able to learn meaningfully and attain better understanding to the subject presented by the teacher. The avenue of variety of instructional materials has been proven to produce more effective and efficient learning. These materials go by any of the terms like teaching devices, teaching aids, sensory aids, and instructional materials.

Bacud (2011) defined module as one of the materials that the teachers can use in making students become more independent in studying lessons. It is a self-learning kit that usually considers package learning activities that must be accomplished by the students.

According to Mararac et. al. (2009), the use of instructional materials in teaching is great factor to catch the interest and understanding of the students and teaching learning process is effective if the respondents are exposed to different instructional materials.

They are made for the students to work at their own pace and assume responsibilities for learning and a good source of alternative materials aside from relying on textbooks. Modules are exciting for pupils who find it interesting and they are given more time to work on it for it can be allowed to be brought at home. The use of module can be very helpful to the students because they can work independently at their own judgment based on the module. It can also benefit both fast and slow learners in the sense that when learners learned the topic fast, they would proceed to the next topic without waiting for slow learners. The slow learners can return to the topic which they find it difficult and learn without the pressure of going side by side with the fast learners.

The output of the study aims to contribute a lot to improve the level of performance of the students in English particularly in reading comprehension since some Grade 6 students particularly in Grade 6-Wisdom have poor comprehension and low reading readiness.

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Lots of innovations in teaching methodologies were tried out to provide quality instruction for students. Teachers update themselves to achieve new instructional techniques to be used to be able to enrich and stimulate the interest in a particular subject.

Level Up Via Reading or LUV Reading is a teacher-initiated intervention program which aims to assist the teacher in improving the reading readiness of the students through the researcher-developed intervention materials consisting of words with pictures, words, phrases with pictures, phrases, simple sentences and even videos of different basic words.

The intervention also utilized the peer tutorial where students who are independent readers assisted the respondents.

The intervention shall be done every after class from 12:30 to 1:30pm where parents of the respondents were advised regarding the program. The study shall run during the second quarter of the school year from August 2019 to October 2019.

**Theoretical Framework** - This study was anchored on Metacognitive Reading Theory by El-Koumy (2005).

Based on this theory, metacognition is one's knowledge about one's own cognition. The term cognition is used to describe the ways in which information is processed such the ways it is attended to, recognized, encoded, stored in memory for various lengths of time, retrieved from storage and used for one purpose or another. Metacognition refers to our knowledge about these operations and how they might best be used to achieve a learning goal.

In addition, to provide students with a concrete purpose for reading, Conner (2004) suggests that learners should employ the following strategies: (a) Anticipation Guides, (b) Developmental Reading Assessment (DRA), (c) Directed Reading Thinking Activity (DR-TA), (d) Know, Want-to-know, and Learned (KWL), (e)

Semantic-Feature Analysis, (f) survey, question, read, recite, and review (SQ3R), (g) Survey, Question, Read, Respond, Record, and Review (SQ4R), and (h) Think Along. It notes that expert learners construct mental representations of the task demands to determine how best to go about completing them. Conner further mentions that these representations include possible states through which the task will pass on its way to completion and the constraints under which the task is to be done.

In connection with the theory of metacognition, the directed reading-thinking activity (DR-TA) is an instructional method for integrating strategy instruction with reading comprehension instruction. This method engages students in thinking about what they read in two phases. In the first phase, students generate predictions about what they are going to read. In the second phase, they read to confirm or disconfirm their predictions and then evaluate their initial predictions using information from the text to support their responses. The major advantages of this method are: (a) engaging students in thinking about what they read, and (b) developing comprehension through reading strategies.

With this theory, the researcher believed that the use of Intervention Actions in Reading that would help to enhance the reading needs of the learners since the prior knowledge greatly affects the reading performance of the learners. This intervention made the said theory not just to enhance the reading abilities of the learners but also to support the principles of the metacognition theory that learning is also influenced by the reading ability of every individual.

**Methodology**- This study used the developmental-descriptive and experimental methods of research in improving some of the required skills in reading thru intervention activities.

The developmental method was used since the main purpose of the study is to develop an intervention material. According to Andres (2002), the purpose of developmental research is to investigate patterns and sequences of growth and/or change as a function of time.

Moreover, descriptive method was also used since this study includes a collection of data to test the hypothesis, gathering information to answer the questions concerned in the study and to validate the developed activities in reading.

Furthermore, experimental method was also used since the study considered how the intervention material helped improve the skills of the respondents. It is a type of evaluation that seeks to determine whether the

material or intervention had the intended causal effect on the groups of respondents. There are three key components of an experimental study design: (1) pre-posttest design, (2) a treatment group and a control group, and (3) random assignment of study participants. (Anderson, 2007)

The study utilized experimental since the researcher considered the two results before and after the exposure of the students to the reading intervention program.

The researcher believed that through intervention, the students and teachers would be provided by the information that contains some lessons in reading that can be used as an instructional material as intervention materials in supporting the students with difficulties in reading.

The researcher asked for a permission to conduct the study to the school head and spearheaded the orientation to the students and parents who were included in the intervention program. The parents and students were clearly aware with the purpose of the intervention which is to improve the reading readiness of the students. The parents signed the parental consent as a proof of their full participation and permission to be included in the study.

This study aimed to determine the level of performance in reading of the selected Grade 6 students before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program. Moreover, it attempted to find answers to the following questions:

1. What is the level of acceptability of the developed Level Up Via Reading Intervention Materials in terms of:
  - a. Objectives
  - b. Contents
  - c. Learning Activities
  - d. Format
  - e. Usefulness?
2. What is the profile of respondents in terms of:
  - a. sex;
  - b. reading readiness level?
3. What is the level of performance in reading of the respondents as determined on before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program?

The study was conducted at Baras Pinugay Elementary School – Phase 2 Annex. It is strategically

located at South Ville 9 Phase 2 Brgy. Pinugay Baras, Rizal.

The school continuously provides further improvement and growth through expansion, improvement and upgrading of the physical infrastructure, facilities, equipment, and technology system. The school follows the vision of the Department of Education which is “We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.”

The institution also ensures that the mission of the Department of Education which is “To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.”

The researcher also gathered information and necessary data through conducting an observation and gathering important figures and facts such as School Achievement Test (SAT), Division Achievement Test (DAT), National Achievement Test (NAT) results, Philippine Informal Reading Inventory (Phil IRI) Report to justify the problem in reading among the students. The use of the reference media such as encyclopedia and dictionary, books; browsed the International Network (internet) and visited different websites for the improvement of the enhancement activities and some published and unpublished thesis to have some idea regarding the topic.

As the primary source of data, the researcher used an adopted questionnaire checklist used by Angela S. Liwanagan in her thesis, “Development and Validation of Reading Comprehension Intervention Materials for Grade Four Pupils. The questionnaire checklist is divided into two parts: the first part provided the personal information of the expert, the second part provided the evaluation of the developed enhancement activities in reading that consists of five questions in every criterion.

The study utilized the Grade 6 student of section Wisdom through purposive sampling during the school year 2019-2020. It was composed of 15 Grade 6-Wisdom

students who were determined as readers under Non-Reader and Frustration levels of reading readiness.

As for the experts who validated the intervention materials, 5 Master Teachers with specialization in English validated the materials.

The researcher developed some intervention materials consisting of words with pictures, words, phrases with pictures, phrases, simple sentences and even videos of different basic words. The researcher also utilized the peer tutorial where students who are independent readers assisted the respondents. The study utilized the standard assessment tool used in the Philippine Informal Reading Inventory to determine the reading readiness of the students. The intervention was conducted every after class from 12:30 to 1:30pm. Parents of the respondents were advised regarding the program. The study ran during the second quarter of the school year from August 2019 to October 2019.

The respondents and their parents had their orientation to attain the full participation of the respondents and to provide consent to be included in the study. The orientation was done before the start of the intervention program which was properly documented.

To determine the profile of the respondents in terms of sex and reading readiness level, frequency and percentage were used, to determine level of performance in reading of the selected Grade 6 students before and after the exposure in the researcher-initiated Level Up via Reading Intervention Program, results of the Philippine Informal Reading Inventory (Phil IRI) was used.

There were four levels of reading readiness namely, Independent, Instructional, Frustration and Non-Reader. The four levels were used to determine the level of performance of the Grade 6 students before and after the exposure in the program.

### Body/Findings

#### On the level of acceptability of the developed Level-Up Via Reading Intervention Materials in terms of objectives, contents, learning activities, format, and usefulness.

Table 1 shows the mean results on the level of acceptability of the developed enhancement activities in reading.

Table 1  
Level of Acceptability of the Developed Enhancement Activities in Reading with Respect to Objectives, Contents, Learning Activities, Format and Applicability/Usefulness

Aspects	Overall Mean	Verbal Interpretation
A. Objectives	4.74	Very Much Acceptable
B. Contents	4.74	Very Much Acceptable
C. Learning Activities	4.8	Very Much Acceptable
D. Format	4.8	Very Much Acceptable
E. Usefulness	4.9	Very Much Acceptable
<b>Grand Mean</b>	<b>4.8</b>	<b>Very Much Acceptable</b>

In this table, the level of acceptability of the developed enhancement activities in reading with respect to all aspects are Very Much Acceptable with a grand mean of 4.8 and verbally interpreted as Very Much Acceptable.

The data gathered on the level of acceptability of the developed enhancement activities in reading showed that teacher respondents viewed the variables objectives, contents, learning activities, format and applicability/usefulness as very much acceptable. The results confirmed the conclusion of the study of Parales (2012), that the instructional materials facilitate the learning process of students which is the common goal of the teachers.

It implies that the developed enhancement activities in reading as seen by the teachers or experts can really be used as an instructional material that would enhance or improve the students' reading level.

#### On the Profile of the Respondents in terms of Sex and Reading Readiness Level

Table 2  
The Profile of the Respondents in Terms of Sex

Respondents	f	%
Male	10	66.67%
Female	5	33.33%
Total	15	100%

Table 2 presents the profile of the respondents in terms of sex. It can be gleaned from the table that there

is a total of 15 students who were classified as students under the reading readiness level of Frustration and Non-Reader.

Most of the respondents were male with 10 or 66.67% of the total respondents while only 5 female students or 33.33% were classified under the stated reading readiness level.

It can be gleaned on the data that more than half of the respondents were male, and males find difficulties in reading English.

In the data of the researcher, in Grade 6 wisdom out of 68 students, there were 15 students with difficulties in reading who need reading intervention to improve their performance in reading.

The findings support the result of the study of Catolos, et.al (2020) that The results of ANOVA showed that females outperform males in reading speed and writing.

Table 3 presents the profile of the respondents in terms of reading readiness level.

Table 3

The Profile of the Respondents in Terms of Reading Readiness Level

Respondents	f	%
Frustration Level	8	53.33%
Non-Reader	7	46.67%
Total	15	100%

Table 2 presents the profile of the respondents in terms of reading readiness level. It can be gleaned from the table that there is a total of 15 students who were classified as students under the reading readiness level of Frustration and Non-Reader.

There were 8 students or 53.33% who were classified as Frustration during the Pre-assessment of the Philippine Informal Reading Inventory (Phil IRI) while 7 students or 46.67% were classified as Non-Reader based on the results of the Phil IRI Pre-assessment.

It can be gleaned on the data that it was alarming to determine that despite that the respondents were under Grade 6 level, reading readiness level was alarming to consider. Level Up via (LUV) Reading aimed to assist the students to improve their reading readiness level before they graduate in elementary level.

**On the level of performance in reading of the respondents as determined on before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program**

Table 4 presents the level of performance in reading of the respondents as determined on before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program.

The table shows that all the respondents in the posttest improved compared to the pretest of Phil IRI which implies that there was an increase in the performance of the respondents.

Table 4

Level of Performance in Reading of the Respondents as Determined on Before and After the Exposure in the Researcher-initiated Level Up via (LUV) Reading Intervention Program

Respondents	Before LUV Reading	After LUV Reading
Respondent A	Non Reader	Instructional Reader
Respondent B	Non Reader	Instructional Reader
Respondent C	Non Reader	Instructional Reader
Respondent D	Non Reader	Instructional Reader
Respondent E	Non Reader	Instructional Reader
Respondent F	Non Reader	Instructional Reader
Respondent G	Non Reader	Instructional Reader
Respondent H	Non Reader	Instructional Reader
Respondent I	Frustration Level Reader	Instructional Reader
Respondent J	Frustration Level Reader	Instructional Reader
Respondent K	Frustration Level Reader	Instructional Reader
Respondent L	Frustration Level Reader	Instructional Reader
Respondent M	Frustration Level Reader	Instructional Reader
Respondent N	Frustration Level Reader	Instructional Reader
Respondent O	Frustration Level Reader	Instructional Reader

It can be concluded therefore that the group was motivated with the used of the developed intervention activities in reading.

The findings imply that using the developed enhancement activities in reading helped in the development of skills intended for the year level.

The enhancement activities served as motivator and promoted students' self-assessment and self-

understanding. With the use of materials, the learner's abilities sharpened through the activities provided therein. The result is similar in the study of Menciano (2007), that the pupils who were exposed to modules in science improved their performance same with the students who used the traditional method.

Like the mentioned study above, the researcher's findings suggest that students' interest and reading techniques vary but through the use of the developed intervention activities, there will be an improved performance in some of the skills in reading.

The results revealed that the contents of the enhancement activities in reading are relevant to the needs of the teachers in improving the teaching-learning process. This confirms the findings of San Antonio (2007) which showed that the experts/teachers perceived that the developed work text in Physics was highly sufficient, thus teachers who are handling the subjects are the authority to tell the sufficiency or acceptability of the content of an instructional material.

The results support the findings of Fulgado (2020) that academic background is not enough to positively affect the academic performance of high school students but a thorough planned professional development such as training on the specialization in teaching a subject will be a lot of help which strongly established the idea that highly-qualified, trained and specialized teachers in the classroom results in better and higher level of academic performance of students.

The flexibility of the teachers in utilizing possible ways in assisting the students greatly help the academic performances of the students.

This implies that the instructional material developed by the researcher is very much acceptable when it comes to content. The contents are relevant to the needed competencies of the students.

### Conclusions

The following conclusions were formulated based on the findings presented:

1. The developed Level Up Via (LUV) Reading Intervention Materials are contributory to the reading skills development of the students.
2. The performance of the group increased as revealed in their posttest result whereas, the respondents used the developed intervention activities.

### Recommendations

Based on the summary of findings and conclusions drawn, the following recommendations are hereby offered:

1. Encourage other teachers to develop instructional materials in their respective discipline to continue the

effective teaching and learning process especially in remediation and intervention program in reading.

2. The developed material in English could be subjected to re-study using other variables for further enhancement.

3. The developed enhancement activities can be revised/reviewed considering the students' reading levels.

4. Parallel studies may be conducted to determine the strengths and weaknesses of the developed instructional materials.

5. Utilization of the Level Up via (LUV) Reading in conducting reading intervention program in school shall be implemented.

6. Looking for possible stakeholders to support the program shall be considered.

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